



End-of-Grade Reading Tests at Grades 3–8 North Carolina Test Specifications

Purpose of the Tests

- The Grades 3–8 End-of-Grade (EOG) Reading Tests measure students' proficiency on the [North Carolina Standard Course of Study \(NCSCOS\) for English Language Arts](#), adopted by the North Carolina State Board of Education in June 2017.
- Test results are used for school accountability under the accountability model and for federal reporting purposes.

Curriculum Cycle

- June 2017: North Carolina State Board of Education adoption of the [NCSCOS for English Language Arts](#)
- 2017–2018: Item development for the EOG Reading Tests
- 2018–2019: Administration of embedded field test items for the EOG Reading Tests
- 2019–2020: First operational administration of the EOG Reading Tests (Edition 5)

Standards

- The [NCSCOS for English Language Arts](#) is divided into 4 strands: reading, writing, speaking and listening, and language.

Developing Tests

- North Carolina educators were recruited and trained to write new items. The diversity among the item writers and their knowledge of the current standards was addressed during recruitment. Trained North Carolina educators also review items and suggest improvements, if necessary. The use of North Carolina educators to develop and review items strengthens the content validity of the items.
- For an in-depth explanation of the test development process see State Board Policy [Multiple-Choice Test Development](#) (TEST-013) or reference the [Test Development Process: Item, Selection, and Form Development document](#).

Prioritization of Standards

- Members of the NCDPI/Test Development Section invited North Carolina educators to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for test design.
- Subsequently, curriculum and test development staff from the NCDPI met to review the recommendations from the teacher panels and to adopt final weight distributions across the domains for each grade level.
- *Tables 1, 2, and 3* describe the range of total items by domain and Depth of Knowledge (DOK) that will appear on the EOG Reading Tests.

Table 1. EOG Reading Grades 3–5 Domain Distributions

| Domain | Grade 3 | Grade 4 | Grade 5 |
|--------------------------------|-------------|-------------|-------------|
| Reading for Literature | 38–42% | 38–42% | 38–42% |
| Reading for Informational Text | 46–50% | 46–50% | 46–50% |
| Language | 13–15% | 13–15% | 13–15% |
| Total | 100% | 100% | 100% |

Table 2. EOG Reading Grades 6–8 Domain Distributions

| Domain | Grade 6 | Grade 7 | Grade 8 |
|--------------------------------|-------------|-------------|-------------|
| Reading for Literature | 36–41% | 36–41% | 36–41% |
| Reading for Informational Text | 43–47% | 43–47% | 43–47% |
| Language | 11–16% | 11–16% | 11–16% |
| Total | 100% | 100% | 100% |

Table 3: EOG Reading Grades 3–8 Item by DOK Distribution

| Grades | DOK1 | DOK2 | DOK3 |
|--------|-------|--------|--------|
| 3 | 6–12% | 48–60% | 9–30% |
| 4 | 6–12% | 48–60% | 9–30% |
| 5 | 6–12% | 48–60% | 9–30% |
| 6 | — | 60–75% | 25–40% |
| 7 | — | 60–75% | 25–40% |
| 8 | — | 60–75% | 25–40% |

Cognitive Rigor and Item Complexity

- Test items for the EOG Reading Tests have been designed, developed, and classified to ensure that the cognitive rigor of the operational test forms align to the cognitive complexity and demands of the [NCSCOS for English Language Arts](#). These items will require students to not only recall information, but also apply concepts and skills, make decisions, and explain or justify their thinking.

Testing Structure and Test Administration Time

- Included in the total item counts are embedded field test items that will not be included in the score but will be used for purposes of developing future test forms.
- *Table 4* provides the number of selections, items by selection, and number of operational and field test items for EOG Reading Tests.

Table 4. Total Number of Items

| EOG Reading | Operational | | Field Test | | Total | |
|------------------------|-------------|-------|------------|-------|------------|-------|
| | Selections | Items | Selections | Items | Selections | Items |
| EOG Reading 3–5 | 5 | 8 | 1 | 8 | 6 | 48 |
| EOG Reading 6–8 | 6 | 5–8 | 1 | 8 | 7 | 52 |

- The EOG Reading Tests are not designed as speeded or power tests. Students should have enough time to show what they know and are able to do. Thus, test administration times are based on analysis from item completion timing data. The NCDPI has estimated it will take about 2 hours (120 minutes) for most students to complete the EOG Reading Tests. The NCDPI requires all students be allowed ample opportunity to complete the test. The maximum amount of time allowed for regular administration is 3 hours (180 minutes) except for students with documented special needs requiring accommodations, such as *Scheduled Extended Time*. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.
- To balance the complexity and length of standards-aligned passages and the reading load for grade 3 students, each selection within the Grade 3 EOG Reading Test is divided into two separate texts. The selections are divided so that one part does not depend upon another and each section of the test has its own set of unique items.

Types of Items and Supplemental Materials

- The EOG Reading Tests will consist of four-response-option multiple-choice items.
- All students must be provided blank paper.
- Released forms will be available on the [EOG webpage](#) and to schools through NCTest, the NCDPI's online testing platform. The released forms for the EOG Reading Tests are built using the same operational test specifications. A single released form may not reflect the full breadth and depth of grade level assessed standards, but it reflects the range of difficulty found on any EOG operational test form.
 - Released items and forms may be used by Public School Units to help acquaint students with items. These materials must not be used for personal or financial gain.

Test Cycle and Delivery Mode

- The EOG Reading Tests must be administered during the last ten (10) days (traditional yearlong schedule) of the instructional year.
- The EOG Reading Test is available in paper/pencil and online administrations. Online tests are provided through NCTest, the NCDPI's online testing platform. Paper/pencil versions of all online tests, including required online administrations, are available for technology hardship situations and for students with disabilities who need to test in the paper mode for accessibility.
- Schools must ensure every student participating in an online test for the North Carolina Testing Program completes the Online Assessment Tutorial for the associated test at least once at the school before test day. The tutorial provides students the opportunity to practice the mechanics of navigating through the testing platform, to become familiar with the tools, and to respond to the sample items. Refer to the [North Carolina Test Coordinators' Policies and Procedures Handbook](#) for additional information.
- The EOG Reading Tests are only provided in English. Native language translation versions are not available. North Carolina [G.S. §115C-81.45\(a\)](#) requires all teachers and principals to conduct classes except foreign language classes in English.

Additional Resources

- Score reports will be delayed due to Standard Setting.

- Achievement Level Descriptors will be finalized during Standard Setting in July 2020 and presented to the State Board in August 2020 and will be posted to the [EOG webpage](#) upon board adoption.
- A sample Individual Student Report for EOG Reading Test will be available on the NCDPI [Individual Student Report \(ISRs\) webpage](#) after State Board approval of the Achievement Level Descriptors.

EOG Reading Standards Assessed

Table 5 shows the standards that are assessed on the EOG Reading Test at each grade.

Table 5. EOG Reading Standards Assessed by Grade

| Domain | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|--------------------------------|---------|---------|---------|---------|---------|---------|
| <i>Reading for Literature</i> | | | | | | |
| RL.1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RL.5 | | | | ✓ | ✓ | |
| RL.6 | | | ✓ | ✓ | ✓ | ✓ |
| RL.7 | | | | | | |
| RL.8 | | | | | | |
| RL.9 | | | | | | |
| RL.10 | | | | | | |
| <i>Reading for Information</i> | | | | | | |
| RI.1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.5 | | ✓ | | ✓ | ✓ | ✓ |
| RI.6 | | | | ✓ | ✓ | ✓ |
| RI.7 | | | | | | |
| RI.8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.9 | | | | | | |
| RI.10 | | | | | | |
| <i>Language</i> | | | | | | |
| L.4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L.5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |